

ABSTRAK

EFEKTIVITAS PENGGUNAAN MODIFIKASI SARANA PEMBELAJARAN PENDIDIKAN JASMANI PADA MATERI BOLA VOLI DI SD GMIT OESAPA

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Latar belakang: Keterbatasan sarana pembelajaran bola voli di SD GMIT Oesapa menyebabkan proses pembelajaran kurang optimal. Sekolah hanya memiliki dua bola voli dan belum memiliki net, sehingga siswa mengalami kesulitan dalam mempelajari teknik dasar bola voli. Kondisi tersebut berdampak pada rendahnya keaktifan, partisipasi, dan hasil belajar siswa. Oleh karena itu, diperlukan penggunaan sarana pembelajaran yang dimodifikasi untuk meningkatkan efektivitas pembelajaran bola voli.

Tujuan Penelitian: Untuk mengetahui efektivitas penggunaan sarana pembelajaran pendidikan jasmani yang dimodifikasi pada materi bola voli di SD GMIT Oesapa.

Metode Penelitian: Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang terdiri atas tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Penelitian dilaksanakan dalam dua siklus dengan subjek sebanyak 20 siswa kelas V SD GMIT Oesapa. Teknik pengumpulan data menggunakan observasi, tes praktik, dan dokumentasi. Data dianalisis menggunakan teknik analisis deskriptif persentase.

Hasil Penelitian: Hasil penelitian menunjukkan bahwa penggunaan modifikasi sarana pembelajaran berupa bola plastik mampu meningkatkan efektivitas pembelajaran bola voli. Ketuntasan hasil belajar siswa meningkat dari **35%** pada prasiklus menjadi **70%** pada Siklus I dan mencapai **85%** pada Siklus II. Selain itu, terjadi peningkatan keaktifan, partisipasi, serta keterampilan siswa dalam melakukan teknik passing bawah bola voli selama proses pembelajaran berlangsung.

Simpulan: Penggunaan modifikasi sarana pembelajaran efektif meningkatkan hasil belajar passing bawah bola voli siswa kelas V SD GMIT Oesapa. Ketuntasan belajar meningkat dari **7 siswa (35%)** pada data awal menjadi **14 siswa (70%)** pada Siklus I dan **17 siswa (85%)** pada Siklus II. Selain meningkatkan hasil belajar, modifikasi sarana juga membuat pembelajaran lebih aktif, menarik, aman, dan menyenangkan.

Kata Kunci: efektivitas pembelajaran, modifikasi sarana pembelajaran, bola voli, passing bawah, hasil belajar.

ABSTRACT
THE EFFECTIVENESS OF USING MODIFIED LEARNING FACILITIES
IN PHYSICAL EDUCATION ON VOLLEYBALL MATERIAL AT SD
GMIT OESAPA

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Background: The limited availability of volleyball learning facilities at SD GMIT Oesapa has made the learning process less effective. The school only has two volleyballs and does not yet have a volleyball net, making it difficult for students to learn the basic techniques of volleyball. This condition has resulted in low levels of student activeness, participation, and learning outcomes. Therefore, the use of modified physical education learning equipment is needed to improve the effectiveness of volleyball learning.

Research Objective: This study aimed to determine the effectiveness of using modified physical education learning equipment in volleyball learning at SD GMIT Oesapa.

Research Method: This study employed Classroom Action Research (CAR), consisting of four stages: planning, action, observation, and reflection. The research was conducted in two cycles involving 20 fifth-grade students of SD GMIT Oesapa as the research subjects. Data were collected through observation, practical performance tests, and documentation. The data were analyzed using descriptive percentage analysis.

Research Results: The findings showed that the use of modified learning equipment in the form of plastic balls improved the effectiveness of volleyball learning. Students' learning mastery increased from 35% in the pre-cycle to 70% in Cycle I and reached 85% in Cycle II. In addition, there was an improvement in students' activeness, participation, and skills in performing the underhand passing technique throughout the learning process.

Conclusion: The use of modified learning equipment was effective in improving the underhand passing learning outcomes of fifth-grade students at SD GMIT Oesapa. Learning mastery increased from 7 students (35%) in the pre-cycle to 14 students (70%) in Cycle I and 17 students (85%) in Cycle II. In addition to improving learning outcomes, the modified learning equipment made the learning process more active, engaging, safe, and enjoyable.

Keywords: learning effectiveness, modified learning equipment, volleyball, underhand passing, learning outcomes.